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ABSTRACT

Described in the report are the background, objectives, activities, and accomplishments of a two-year career education project. Program objectives for each year are outlined in terms of overall objectives, and objectives of the elementary, career education, guidance and counseling, and placement components. Major activities of the year included establishment of a career exploration laboratory containing individual study carrels at the high school and development of a "shadowing" program, in which a student spent a working day with a person employed in his or her career interest area. Accomplishments are reported in five main areas of concern: (1) establishment of a close working relationship with the community, (2) inservice activities that emphasized the role of the teacher, (3) provision for continuation of the program after Federal and State funding ceases, (4) stressing more activities in the affective and psychomotor variables, and (5) initiation of placement and followup activities as a continuing process. Appendixes (35 pages) include: a bibliography, forms, examples of career awareness and career exploration classroom activities, and pages from a staff-prepared guide to community occupational information. Based upon observation and personal interviews, the guide provides employment data for each industry and a job profile for each position. (RG)

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FINAL REPORT

Project No. V361037L
Grant No. OEG-O-73-2971

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Conducted Under
Part C of Public Law 90-576

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July 31, 1975

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RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Russellville, Arkansas

I. SUMMARY OF THE REPORT

A. The time period of the project was from June 1, 1973, through May 31, 1975, with a no-cost time extension through June 30, 1975.

B. The goals and objectives as originally presented were as follows:

1. To provide systematic inservice education programs for counselors and teachers in the area of career development.
2. To coordinate the development of a career orientation program for the Russellville Middle School and Junior High School.
3. To assist students, teachers, and counselors with career development and guidance activities in the six area schools sending students to the Russellville Area Vocational Career Center.
4. To provide placement services to exiting students in either: (a) a job; (b) a postsecondary occupational program; or (c) a baccalaureate program.
5. To develop labor, business and industry coordination.

Although these original goals seem to concentrate on secondary education, elementary personnel were included

throughout the project. It can be noted also that the broad concept of career and work as defined by Dr. Ken Hoyt was emphasized, so that career education encompassed all subject areas for all students, kindergarten through Grade 12, with follow-up and assistance through the Grade 14 time period.

C. The procedures in the development of the project were as follows:

1. Selection and orientation of project personnel
2. Community orientation and contact
3. Orientation of administrators, counselors, librarians and teachers in the Russellville and area schools
4. Dissemination of project services to schools (resource people, learning trips, etc.)
5. Formation of advisory committee representing business, labor, industrial and professional communities
6. Establishment of a career lab at senior high school and career corners in middle school and junior high school for independent student self-exploration and career exploration activities
7. Continuing in-service activities for administrators, counselors, librarians, and teachers using community people as resource people and the community itself as a learning lab
8. Development of the counselor role within the career education concept by courses offered in Russellville through the University of Central Arkansas.

D. The initial involvement of the community was invaluable. Russellville, being the home of Arkansas Polytechnic College, has traditionally been college oriented. The project personnel spent the month of July, 1973, visiting businesses and industries talking not only to management but also to employees who had not been out of high school over five years. These visitations were preceded by media coverage explaining career education and asking for community support. The community's enthusiastic support is reflected in detail in the third-party evaluation.

By using the fused-in evolving concept for the implementation of career education, the teacher's dignity was emphasized. No one was forced to do anything. The project personnel were helpers to the classroom teacher. Activities were generated by a few teachers in each school; soon, these multiplied until every school was thinking "self development" and "career development." The teachers with positive reinforcement by project team members have developed the program. The second year fewer requests for aid were received; yet, activities had steadily increased. In-service for teachers, counselors, librarians, and administrators has also been evolving in nature. Working closely with the University of Arkansas and the University of Central Arkansas, in-service participants were given graduate credit which counted on the salary increment index. The first workshop in August, 1973, was one week in length, followed by nine monthly sessions. The monthly sessions were planned to meet the needs as the career

education program evolved. The second workshop, three weeks in length, was held in July, 1974. During this workshop the participants spent the majority of the time in businesses and industries observing and interviewing workers. A 300 page booklet evolved (Samples of industry formats, job profiles, and life value questionnaires are contained in the appendix). Feeling that there was much clarification needed in the areas of guidance and counseling, the project director worked closely with the counselor education staff at the University of Central Arkansas. Two classes in guidance and counseling were offered in Russellville during the spring semester, 1975. This was followed in June, 1975, by a three week workshop in guidance and counseling planned by the career education project staff. Resource people from referral agencies, the U. S. Department of Labor, the Employment Security Division, vocational education, higher education, members of the career education advisory committee, as well as professional consultants in psychology were brought in to make the workshop relevant and meaningful to the 40 administrators, counselors, and teachers who participated.

The fused-in conceptual approach to career education has brought about change within many educators. Not all have changed or redirected their thinking; however, it is safe to say that they are not as comfortable anymore.

E. A concise evaluation is that the project not only focused on the problem areas outlined in the original proposal but went beyond these to include all grade levels

and involvement by all segments: schools, community, home.

F. The conclusion reached by the project personnel in conjunction with teacher, counselor, administrator evaluation is that the concept should be continued with continuing emphasis on in-service for educators and more and continuing work with parents (e.g. Parent Effectiveness Training, etc.). Recommendation for full implementation of Guidance Services, K-12 in the Russellville Schools has been recommended to the school board by the superintendent of schools. The team approach is being and will continue to be emphasized.

II. BODY OF THE REPORT

A. Site of the Project

The Research and Development Project in Career Education was implemented in the Russellville Public Schools and the area schools sending students to the Russellville Vocational Career Center. These schools included Atkins, Danville, Dardanelle, Dover, Hector, and Pottsville. The project was administered through the Program Planning and Evaluation Department of the Division of Vocational Education of the Arkansas State Department of Education and was evaluated by a third part evaluator by contract with the State Department of Education.

The Russellville School District has an enrollment of 3,900 pupils in grades K-12. The geographic area served by the Russellville and area schools is approximately 600 square miles with a population of approximately 30,000.

Russellville, the sponsoring school district, is the county seat of Pope County and has a population of approximately 14,000. The Russellville school district, however, serves a population of approximately 19,000. Arkansas Polytechnic College, a four-year state-sponsored degree granting college, is located in Russellville. Two post-secondary vocational-technical schools are within 30 miles of Russellville, and bus service from each of these schools is available to Russellville residents. The secondary vocational career center has offerings on a half-day basis in six vocational areas with expansion plans approved by the local school board for doubling the facilities by the 1976-77 school year.

The economy of the Russellville area is balanced among tourism, agriculture, industry, and business. This area is the center of the poultry industry of the state. Several "blue chip" industries such as Firestone and Dow Chemical are located in Russellville. The first nuclear power plant in the Southwest is now in operation in Russellville, and a second nuclear plant is nearing completion.

Russellville is on Interstate 40 and has rail transportation through the Missouri-Pacific Railway. In addition to interstate and rail transportation, Russellville is located on Lake Dardanelle, a part of the inland water transportation system from the Gulf of Mexico to Tulsa, Oklahoma.

Because of its location on Lake Dardanelle, one of the largest man-made lakes in the state, and because of its location between the Ozark and Ouachita Mountains,

Russellville has become a major recreational center. Three major state parks are located within a thirty-minute drive of Russellville. The headquarters of the Regional National Forestry Service is located here.

Within the last five years, Russellville has expanded medical services to include specialization in most areas. A regional mental health unit is located in Russellville.

The tax structure in Arkansas has allowed the Russellville schools to be the principal recipient of the tax monies from the nuclear plant owned by Arkansas Power and Light Company. The school board and the superintendent of the Russellville Schools have expressed a commitment to share services with the area schools who send students to the Russellville Vocational Career Center. Career education in-service sessions have been available, and both career education and guidance services for the schools without counselors have been provided. The director and the instructors of the vocational school feel the students are now better prepared to make course selections. Continued help and services will be provided these schools by the Director of Career Education.

B. Objectives of the Project

The objectives of the project by components are outlined in the original proposal as follows: Guidance and Counseling Component; Middle School and Junior High School Component, and Placement Specialist Component. In order to reflect all of the activities, the objectives of the first year also included an Elementary Component. These objectives the first

year were:

1. Overall Program Objectives

a. The students in grades K-5 will increase their career awareness as indicated by their identifying occupations from pictures and by listing occupations known to them. It is expected that: (1) students in grades K-3 will be able to identify 15 percent more occupations at the end of the year than they knew at the beginning of the year, and (2) students in grades 4-5 will be able to list ten more occupations at the end of the year than they did at the beginning of the year.

b. After completing the Career Orientation Component, eighth grade students will demonstrate ability to establish career goals as indicated by their choice of a high school program of studies. It is expected that at least 80 percent of the students will select courses that will provide the exploration, preparation, and training needed to enter the career stated as their goal.

c. The counselors and teachers involved in the career education program will demonstrate knowledge of the career education concept as indicated by their preparing an acceptable "plan of action" in the in-service education course, as judged by the course instructor.

d. The project staff, in conjunction with the Guidance Department, will demonstrate ability to

place students in employment or further training.

It is expected that 70 percent of the students who complete high school or who exit during the year will be placed in a job or in further training.

e. The community will respond positively to the Career Education Program as indicated by the amount of involvement in career education activities. It is expected that twelve different community groups will be involved by (1) being career speakers, (2) acting as hosts to students on field trips, or (3) donating equipment or materials.

f. The participating teachers, counselors, and administrators will respond positively to the Career Education Program as indicated by their responses on a feedback questionnaire. It is expected that at least 70 percent of the total responses will be positive.

2. Elementary Component Objectives

a. The students in the Career Education Program, grades 4-5, will increase their knowledge that all careers contribute to society as indicated by a written test. It is expected that students can write to value to society of 10 percent more occupations at the end of the year than at the beginning of the year.

b. The students participating in the Career Education Program, grades K-5, will improve their work habits as indicated by ratings by teachers on

a Work Habits Rating Scale. It is expected that there will be a statistically significant increase in the mean score on the Rating Scale.

3. Career Orientation Component Objectives

a. The students in the Career Education Program, grades 6-9, will demonstrate their knowledge of careers as indicated by their scores on an objective-type test. It is expected that the mean percentage score for students in grades 6-7 will be 60 or higher, and the mean percentage score for students in grades 8-9 will be 70 or higher.

b. The students in the Career Education Program, grade eight, will demonstrate their knowledge of training requirements of careers taught in the Russellville Vocational Career Center as indicated by their scores on a knowledge test. It is expected that the mean score will be 70 percent or higher.

c. Students in the Career Education Program, grades 8-9, will demonstrate knowledge of their own occupational interests and aptitudes as indicated by a comparison of their self-estimates and their measured interests and aptitudes. It is expected that there will be 70 percent congruence between the students' self-estimates and their interests measured by the Kuder Preference Record and aptitudes measured by the Differential Aptitude Tests.

4. Guidance and Counseling Component Objectives

a. The counselors and teachers involved in the Career

Education Program will demonstrate their knowledge of career opportunities available to students in the Russellville area as indicated by their scores on a knowledge test. It is expected that the mean score will be 70 percent or higher.

b. The counselors and teachers in the Career Education Program will demonstrate their knowledge of career training opportunities available in the Russellville area as indicated by their scores on a knowledge test. It is expected that the mean scores will be 70 percent or higher.

c. The counselors and teachers in the Career Education Program, including the area schools, will respond positively to the materials and assistance provided by the career coordinators as indicated by their responses on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.

5. Placement Component Objectives

a. The placement specialist will demonstrate ability to relate to employers and identify job openings as indicated by the number of job openings identified. It is expected that 50 job openings will be identified during the first year of the program.

b. The placement specialist will demonstrate ability to disseminate information about job openings to exiting students as indicated by the number of job openings identified. It is expected that 50 job openings will be identified during the first year of the program.

b. The placement specialist will demonstrate ability to disseminate information about job openings to exiting students as indicated by the number of students requesting job information. It is expected that at least 100 students will fill out a "placement application" card during the first year.

c. The placement specialist will demonstrate the ability to match students with jobs by placing at least 25 percent of the students who seek jobs by filling out a "placement application" card.

d. The employers and the students placed in jobs will respond positively to the placement service as indicated by results of a feedback questionnaire. It is expected that 70 percent of the responses will be positive.

Second year objectives were:

1. Overall Program Objectives

a. The community will respond positively to the Career Education Program as indicated by the amount of involvement in career education activities. It is expected that at least 300 community people representing professions, business, industries, and government agencies will be involved as career speakers or hosts to students or teachers on field trips.

b. The teachers, counselors, and administrators will respond positively to the Career Education Program as indicated by their responses on a feedback questionnaire.

It is expected that at least 70 percent of the total

responses will be positive.

c. The counselors, librarians, teachers, and administrators involved in the Career Education Workshop will demonstrate knowledge of the skill requirements, training, benefits, and the attitudes and values related to 200 jobs in the Russellville area. Evidence of the achievement of this objective will be a Manual of Job Profiles which will include specific skills required and life style values related to each job.

2. Elementary Component Objectives

a. The students in grades K-3 will demonstrate their career awareness as indicated by their identifying occupations from pictures and by listing occupations known to them. It is expected that students in grades K-3 will have a mean score equal to or greater than the mean post-test score of similar sample from the spring, 1974.

b. The students in the Career Education Program, grades 4-5, will demonstrate knowledge of the major duties, required abilities and entry requirements, and the differences in work conditions and life styles associated with different types of work, as measured by the Career Education Questionnaire. It is expected that the mean score will be not less than 50 percent of the possible score.

c. The students participating in the Career Education Program, grades K-5, will improve their work habits as

indicated by ratings by teachers on a Work Habits Rating Scale. It is expected that the mean raw score on the rating scale will be 10 percent higher than the mean score obtained on a similar group in the spring, 1974.

3. Career Orientation Component Objectives

- a. The students in the Career Education Program, grades 6-9, will demonstrate their knowledge of careers as indicated by their scores on an objective-type test. It is expected that the mean percentage score for students in grades 6-7 will be 60 or higher, and the mean percentage score for students in grades 8-9 will be 70 or higher.
- b. The students in the Career Education Program, grade 8, will demonstrate their knowledge of training requirements or careers taught in the Russellville Vocational Career Center as indicated by their scores on a knowledge test. It is expected that the mean score will be 70 percent or higher.
- c. The students in the Career Education Program, grade 9, will demonstrate ability to establish career goals as indicated by their choice of a high school program of studies. It is expected that at least 75 percent of the students will designate a career interest area and will select courses that will provide the exploration, preparation, and training needed for success in their goal.
- d. The 9th grade students in the Career Education Program will be able to:

- (1) associate their own abilities and limitations with possible success in their future careers,
- (2) relate their personal interests and values to different types of work, as measured by Parts I and III of the Career Maturity Inventory. It is expected that the mean percentile rank will be 40 or higher.

4. Placement Component Objectives

- a. The placement specialist will demonstrate ability to relate to employers and identify job openings as indicated by the number of job openings identified. It is expected that 50 job openings will be identified during the first year of the program.
- b. The placement specialist will demonstrate ability to disseminate information about job openings to exiting students as indicated by the number of students requesting job information. It is expected that at least 100 students will fill out a "placement application" card during the first year.
- c. The placement specialist will demonstrate the ability to match students with jobs by placing at least 25 percent of the students who seek jobs by filling out a "placement application" card.
- d. The employers and the students placed in jobs will respond positively to the placement service as indicated by results of a feedback questionnaire. It is expected that 70 percent of the responses will be positive.
- e. The project staff, in conjunction with the Guidance

Department, will demonstrate ability to place students in employment or further training. It is expected that 70 percent of the students who complete high school or who exit during the year will be placed in a job or in further training.

C. Description of the General Project Design

The project director designate attended a two-day career education state workshop in April, 1973, prior to the June, 1973, initial date of the project. The project director and the placement specialist visited with the administrators and counselors in each of the schools and asked for their inputs for implementation. During the first two weeks of the project, staff members met together for eight hours each day. These study sessions allowed the project staff opportunities to express philosophies and ideas, and they served as the catalyst for the development of a philosophy of career education for the project personnel. These sessions also helped establish an esprit de corps among the career education team members that has lasted throughout the project.

Once the orientation of the career education personnel was established, the community became the next target. News media were asked for their involvement. They responded with newspaper articles, radio spot announcements, and radio interviews. This was followed by visitations to the business, labor, industrial, and professional communities by the career education personnel.

By stressing the "grassroots" approach, commitment by the community came early in the project and has proved invaluable

for implementation of career education. Not only did the community respond as resource people in the classrooms and as hosts for learning trips, but, equally and maybe more important, they became involved in in-service training for the educators.

The implementation of career education in the Russellville area has been an evolving process. Through in-service, teachers, counselors, librarians, and administrators made their plans of action for implementation. Career education personnel assumed the helper role. The cluster concept was not stressed; neither was it ignored. The broad concept for self development as a prelude to career development was stressed; thus, much emphasis was placed on activities relating to values, self-concept development, and the building of self responsibility. Major emphasis was placed on the need of the child to see himself in a working role at each level beginning in kindergarten; e.g., his career at that time being a student. In self development, a major area of concern was taking every opportunity to help instill a "sense of place" in young people. An example of this was the presentation in the middle school classes by a college instructor whose hobby is folklore of the Arkansas River Valley. He taught the students old ballads and would keep reminding them of how proud they should be of their ancestry. Leisure time activities were stressed by various methods. Because no standard units were prepared, teachers responded with so many innovative activities, the career education personnel had difficulty keeping up with them. Some examples are included in the Section 7, Appendices.

Essentially, self awareness and career awareness were emphasized in grades K-7. At the junior high school level, grades 8-9, activities relating to self development and career exploration became more formalized with course offerings in vocational areas (business, industrial exploration, home economics) being made available. The industrial exploration course, developed with the help of the career education advisory committee, covers the six vocational offerings available at the secondary vocational career center (auto mechanics, drafting, electronics, horticulture, machine shop, metal fabrication).

The junior high school social studies teachers had three-week career development units that allowed the students opportunities to explore their aptitudes and interests, and with this self knowledge, to explore various career fields and the related life style of each.

At the senior high level, the English teachers took the lead in career education activities. Self development and career development activities were stressed through literature, themes, research papers, role playing, and teacher-made units. As the interest in self and career exploration increased, it became evident that a place was needed by the students for further study. A career exploration lab was set up in a small conference room in the library. The lab contained individual study carrels with filmstrip viewers, a magazine rack with career pamphlets and booklets, catalogs, and a systematic way of career exploration through the Fascinating World of Work Series. In the first four months of operation, the lab

showed over 800 uses out of a student population of 850.

The senior high school "shadowing" program evolved as the next step in the career development program. After a student had explored his career interest area, he was encouraged to sign up in the career education office for a "shadowing" day with a person in his career interest area. The "shadowing" day was a full working day, and the career person to be shadowed was asked to make the day as meaningful as possible for the student.

The students, community people, parents, and educators strongly endorsed this phase of the career education program. The forms developed for this activity are included in Section 7, Appendices.

The placement component of the career education project complimented and helped coordinate the existing cooperative programs. By working as a liason person with the Employment Security Division and as a community contact, the placement specialist played an important role in the development of the business, industry, and labor cooperation which has been a strong feature in the implementation of career education.

The Career Education Advisory Committee represents a cross section of the business, industrial, labor, service, and professional communities. The fourteen members were invited to be on the committee by the Russellville Superintendent of Schools and were approved by the Russellville School Board. They have served as 1) classroom speakers and hosts for learning trips, 2) resource people for the inservice of educators, 3) consultants in curriculum planning, and 4) active

backers for continued implementation of career education, not only locally but statewide.

An overall design for the activities within the cognitive, affective, and psycho-motor variables is shown by the following chart. The publishers of the commercial materials used are contained in the bibliography in Section 7, Appendices. Also included in Section 7 are examples of activities developed by the Russellville area teachers for use as a part of the Career Education Project.

VARIABLE	TARGET GROUP	METHOD	INSTRUMENTS & MATERIALS
Cognitive	K-5	Fusion Resource Speakers Learning Trips	Texts Supplementary Materials
Affective	K-5	Classroom Activities	<u>Duso Series</u> <u>Dimensions of Personality</u>
Psycho-Motor	K-5	Classroom Activities	Individual & Class Projects, e.g.: Needlework Baking Butter Making Building of Bird Feeders
Cognitive	6-7	Fusion (all subject areas) Resource Speakers Learning Trips Career Corner (library)	Texts Supplementary Materials
Affective	6-7	Group Guidance Group Counseling (student-teacher-counselor team approach)	Unfinished Stories Open End Sentences <u>Kuder Interest Inventory</u> <u>Getting Along Series</u> <u>Scriptographics</u> <u>Dimensions of Personality</u> <u>Coping With Series</u> <u>Listening, A Journal of Better Living</u>
Psycho-Motor	6-7	Classroom Activities	Individual & Class Projects

VARIABLE	TARGET GROUP	METHOD	INSTRUMENTS & MATERIALS
Cognitive	8-9	Fusion (all subject areas) Resource Speakers Learning Trips Career Corner (library)	Texts Supplementary Materials
Affective	8-9	Group Guidance Group Counseling (student- teacher-counselor team approach)	<u>Kuder Interest</u> <u>Inventory</u> <u>Career Maturity</u> <u>Inventory</u> <u>Everything But...</u> <u>Dore to be Different</u> <u>I Never Looked at it</u> <u>That Way Before</u> <u>Challenge & Change:</u> <u>Growing up in America</u> <u>Coping With Series</u> <u>Westinghouse Learning</u> <u>Press Series</u> <u>SRA Guidance Series</u> <u>Booklets</u> <u>Public Affairs</u> <u>Pamphlets</u>
Psycho-Motor	8-9	Course Offerings Industrial Exploration small engine repair mechanical drawing horticulture machine shop metal fabrication electronics Business Home Economics	Texts Supplementary Materials Visual Aids
Cognitive	10-12	Fusion (all subject areas) Resource Speakers Learning Trips Career Exploration Lab (library) Shadowing Program	Texts Supplementary Materials
Affective	10-12	Group Guidance Group Counseling (student- teacher-counselor team approach)	<u>Dimensions of</u> <u>Personality</u> <u>Fascinating World of</u> <u>Work Series</u>
Psycho-Motor	10-12	Work Experience Business Home Economics Distributive Education Coordinated Career Education (handicapped & disadvantaged) Work Experience Program (special education)	Texts Supplementary Materials

VARIABLE	TARGET GROUP	METHOD	INSTRUMENTS & MATERIALS
Psycho-Motor Continued	10-12	Area Vocational Career Center auto mechanics drafting electronics horticulture machine shop metal fabrication	

D. Results and Accomplishments of Project

The results and accomplishments of a project may never be assessed within a time frame. One would hope that as time passes, the multiplying effect could engender tangible and lasting benefits for young people and have an impact on their behavior as future parents and their role within our society. Five major areas of accomplishments at the present time are:

1. A close working relationship with the business, industrial service, and professional communities has been attained.
2. In-service activities in career education and guidance and counseling have added impetus to the teachers' roles as being of integral importance to each area.
3. The evolving approach has led to the continuation of career education after federal and state monies cease. The project director has been rehired as Director of Career Education and has been provided a budget for continuation of the program.
4. More activities in the affective and psycho-motor variables are being stressed with the counselors in a supportive role to the teachers.

5. Placement and follow-up activities will be initiated in K-14 as a continuing process.

E. Evaluation of the Project

See third-party evaluation.

F. Conclusions, Implications and Recommendations for the Future

The approach to career education in the Russellville area has been well accepted by the students, educators, and the community. Some conclusions, implications, and recommendations are:

1. Career education and guidance and counseling programs in a school will only be as strong as the administrators of that school.
2. Counselors are beginning to see and develop their roles within the career education concept. The Russellville School Board in July, 1975, hired clerical help for each counseling unit, thus relieving the counselors of the burden of paper work which worked against their effectiveness.
3. The community included at the onset of a project will respond enthusiastically to involvement in activities.
4. The career education advisory committee that includes a cross section of business, labor, industry, service, and the professional communities, will become a vital functioning unit for implementation and continuation of career education.
5. For placement to be successful, the placement specialist should function in a coordinating role with cooperative teachers and counselors. More emphasis must be placed on pre-occupational training for those not enrolled in cooperative programs.

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- Scriptographics; Channing L. Bete Co., Inc., Greenfield, Massachusetts
- SRA Guidance Series Booklets; Science Research Associates, Chicago, Illinois
- Westinghouse Learning Press Series; Westinghouse Learning Press, Sound Filmstrips, Park Avenue, New York, New York

PERMISSION TO SHADOW

_____ has my permission to spend _____
 Name of student Date

with _____, a _____
 Name of person to be shadowed Career

Subject: _____ Teacher Signature: _____

First	_____	_____
Second	_____	_____
Third	_____	_____
Fourth	_____	_____
Fifth	_____	_____
Sixth	_____	_____

The student is given this form to take to his teachers after the school career coordinator or guidance counselor has set up the shadowing date. The form is then returned to the office.

SHADOWING FOLLOW-UP

Name of student:

Date:

Person Shadowed:

Career:

Was your shadowing day a worthwhile educational experience? Yes or No and Why?

Make a short list of the things that you learned about this career.

From your shadowing experience, list the advantages and disadvantages of this career.

Do you still plan on pursuing this career? Yes or No and Why?

Would you recommend the person shadowed for others interested in this career?

Comments:

Mr. Employer:

Please check the appropriate boxes for

Mr. ☐ Miss ☐

If he-she is no longer employed by you, please check the section below:

No longer employer _____

Laid off _____

Fired _____

Quit _____

If released please check the section below

Poor work habits _____

Attitude _____

Attendance _____

Appearance _____

You may check more than one of the above.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

If still employed or no longer employed, please check below: (1-poor, 2-below average, 3-average, 4-above average, 5-excellent)

Appearance 1 __ , 2 __ , 3 __ , 4 __ , 5

Attitude 1 __ , 2 __ , 3 __ , 4 __ , 5

Attendance 1 __ , 2 __ , 3 __ , 4 __ , 5

Work Habits -Poor _____ Average _____ Above Average _____

Performance -Poor _____ Average _____ Above Average _____

PLACEMENT CARDS

Would you like us to contact you?

Comments _____

Do you plan to hire in the near future?

Yes ____ No ____

Would you hire a high school graduate?

Yes ____ No ____

Would you hire a school dropout?

Yes ____ No ____

Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your cooperation will help us to achieve that goal.

INTERVIEW REFERRAL

Date _____

Name of Student _____

Firm Referred to _____

Address _____

Phone _____

Job Opening _____

Person to Contact _____

PLACEMENT CARDS

RECORD OF STUDENTS EMPLOYED

Student _____

Sex _____

Address _____

Age _____

Phone _____

Parent _____

Company Where Employed _____

Address _____

Salary _____

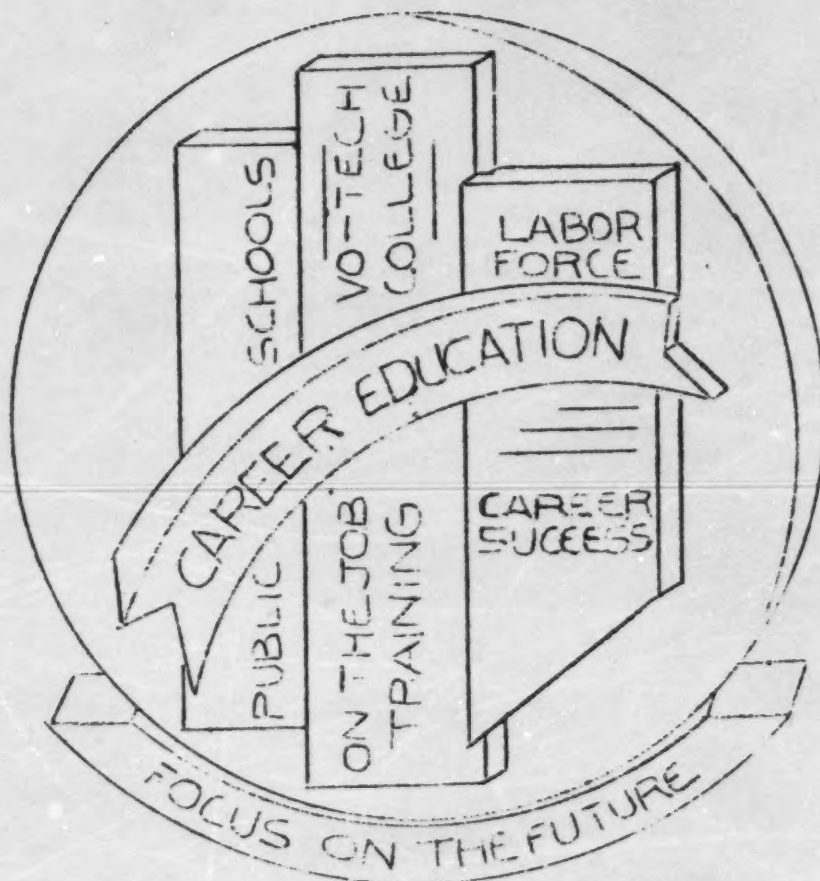
Phone _____

Supervisor _____

Job Title _____

Date Placed _____

Remarks _____



CAREER EDUCATION WORKSHOP
RUSSELLVILLE, ARKANSAS
July, 1974

PREFACE

The materials in this guide were developed by teachers, administrators and librarians in the Russellville, Lamar and Fort Smith Schools during and after three (3) weeks of observation and discussion with workers in industries located in the Arkansas River Valley

There existed, among the teachers involved, a feeling that information of the type developed in this guide is needed by persons involved as administrators, curriculum coordinators, counselors and teachers at the elementary, secondary and post secondary levels.

Each participant was asked to observe and interview people in various jobs. Three eight-hour working days in the community were set aside for this activity. In some cases, several participants were assigned to the same industry to provide more of an in-depth analysis.

The career points listed for each job profile reflect how a worker responded to a life value questionnaire during a personal interview. A copy of the questionnaire is included in the Appendix. Career points shown for some jobs represent only one person's opinion. In other instances, the career points represent an average of persons working in a particular career.

The materials included are intended for use only as a source of job information. The materials are not intended for a study unit or as a text for the study of careers.

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ARKANSAS CORRECTIONS DEPARTMENT
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ARKANSAS SOCIAL SERVICES
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Engineer
Machinist
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Tool & Cutter Grinder
Truck Driver & Mechanic
Welder

CITY OF RUSSELLVILLE
Administrative Assistant to the Mayor
Building Inspector
City Attorney
City Parks & Recreation Department
Director of Parks & Recreation
Foreman-Park Maintenance
Park Maintenance Worker
City Treasurer
Fire Department
Assistant Chief
Captain
Driver & Training Officer
Municipal Judge
Police Department
Dispatcher
Patrolman
Police Chief

COMMUNITY
C & C Machine Shop
Office of Dentistry
Dental Hygienist
Registered Dental Hygienist

COOPERATIVE EXTENSION SERVICE
County Extension Agent--Home Economics

CORPS OF ENGINEERS

DEPARTMENT OF HEALTH, EDUCATION, & WELFARE (SOCIAL SECURITY)
Administrative Aide
Claims Clerk
Claims Representative
Field Representative
Manager
Operations Supervisor
Service Representative

DOW CHEMICAL COMPANY

Lab Technician
Press Operator
Unit Supervisor (Carbon Dept.)

EMPLOYMENT SECURITY DIVISION

Counselor
Counselor Intern
Interviewer I
Interviewer II
Master Counselor

FIRESTONE TIRE & RUBBER COMPANY

Banbury Operator
Butt Splicer
Cost Accountant
Cureman
Inflator
Inspector
Lab Technician
Methods & Standards Engineer
Millman
Packer (Bulk)
Plant Nurse
Purchasing Agent/Traffic Manager
Quality Control Engineer
Recorder-Classified
Repairman
Scheduling Operator
Scrap Collector
Secretary (Labor Relations)
Strainer Operator
Trucker
Tube Machine Booker
Warehouseman

GENERAL SERVICE ADMINISTRATION

Building Superintendent

HUMAN SERVICES CENTER

Executive Director

MORTON FROZEN FOODS

Accounting Clerk
Assistant (Industrial Relations)
Assistant Manager (Quality Control)
Bacteriologist
Bakery Maintenance Supervisor
Boiler & Refrigeration Mechanic
Bone Hauler
Checker (Receiving Dept.)
Cook
Data Operator
Foil Machine Operator
Foreman (Sanitation Dept.)
Fork Lift Foreman
Fork Lift Operator

MORTON (Continued)

(Guard
Industrial Engineer
Inventory Clerk
Inventory Control Supervisor
Janitor
Lead Man
Lead Man (Receiving Dept.)
Lead Man (Sanitation Dept.)
Machinist
Maintenance Electrician
Maintenance Helper
Maintenance Secretary
Manager (General Accounting)
Manager (Industrial Engineering)
Manager (Industrial Relations)
Manager (Quality Control)
Manager (Receiving Dept.)
Mixer
Office Clerk
Packomatic Operator
Pan Washer Operator
Personnel Clerk
Planner-Scheduler Supervisor
Pipe Employee
Plant Engineer
Plant Nurse
Plate-freezer Mechanic
Plate-freezer Operator
Processor
Production Manager
Quality Checker
Quality Inspector
Raw Materials Inspector
Rodent-Pest Control
Scale Mechanic
Secretary (Industrial Relations)
Storekeeper-Laundry Clerk
Technician (Bacteriology)
Timekeeper
Truck Driver
Warehouseman
Welder

POPE COUNTY

Pope County Ambulance Service
Pope County Coroner
Pope County Deputy Sheriff & Collector
Pope County Judge
Pope County School Supervisor
Pope County Sheriff
(Pope County Treasurer

REHABILITATION SERVICE

Counselor-Trust Fund
Secretary

ROCKWELL INTERNATIONAL

(Accounting Clerk (Payroll-hourly workers)
Accounting Clerk B (Accounts Payable)
Assembler
Chief Engineer
Cost Accountant
Machine Operator B
Metal Finisher Helper
Personnel Supervisor
Plant Superintendent
Receptionist/Switchboard Operator
Secretary (Material Control)
Steno-clerk
Steno-clerk & Customer Service
Tool Maker
Tool Room Machinist

ST. MARY'S HOSPITAL

(Administrative Secretary
Admitting Clerk
Assistant Administrator
Business Office Manager
Cafeteria Aide
Cardio-Respiratory (Department Head)
Cardio-Respiratory Technician
Clinical Lab Assistant
Computer Operator
Credit Manager
Dietary Consultant
Dietary Cook
Dietary Service Director
Dietary Traylady
Director (Medical Records Service)
Director (Nursing Service)
Executive Housekeeper
Floor Nurse
Histo Technician
Housekeeping
Lab Technician
LPN
Medical Technologist
Medical Transcriptionist
Medicare Insurance
Nurse's Aide
Nursing Practitioner
Orderly
Porter
Registered Nurse
Registered Nurse (In-service Education)
Registered Radiologic Technologist
Secretary
Ward Clerk
(X-ray Assistant

UNIVERSAL PACKAGING CORPORATION

Plate Room Foreman
Printing Pressman

URBAN RENEWAL AGENCY

Director
Relocation & Rehabilitation Officer

U. S. FOREST SERVICE

Administrator (Blanchard Caverns)
Assistant District Ranger
Criminal Investigator
Deputy Forest Supervisor
District Ranger
Electrician
Electronics Technician
Engineering Draftsman
Fire Dispatcher
Fire Prevention
Forester
Interpretive Planner
Landscape Architect
Lands Staff & Planning Team Leader
Mail Clerk
Ranger Clerk
Soil Scientist
Supervisory Accountant
Supervisory Guide
Timber Staff Officer
Wildlife & Range Management Staff Officer

VALMAC

Industrial Chaplain

WHIRLPOOL CORPORATION

Die Setter
Lift Truck Service Man
Motorized Equipment Mechanic
Waste Water Treatment Plant Operator

INDUSTRY FORMAT

(Name of industry: Clarksville Machine Works, Inc.

2. Number of employees: 60

3. Salary Range: \$2.00 - \$4.15 per hour

4. Educational Range: 6th grade to college graduate

5. Fringe Benefits: 7 paid holidays after 6 months
Major medical hospitalization after 3 mo., company
pays 75% of cost; pension plan; weekly indemnity
\$50.00 per week for 13 weeks; vacation - 1 wk. after
1 yr., 2 wks. after 5 yrs.

6. Training opportunities within industry:

7. Procedures for advancement: Ability; progress in work habits

8. Turnover rate: Low

9. Application procedures:

A. Do you employ through Employment Security Division? No

(B. Personal interview? Yes

C. Written application? Yes

D. Test? No

10. Ratio of men to women: 3 women, 57 men

11. What personal qualifications do you look for in your employees?

Dependability, congeniality, experience, mechanical aptitude

12. What training in school would you like to see stressed?

Math, machinist, welding, blueprint reading, attitude,
dependability

JOB PROFILE

- (1. NAME OF BUSINESS: Clarksville Machine Works
2. JOB TITLE: Metal Lathe operator
3. SPECIFIC SKILLS:
- A. Communicative: Very little; technical terms; able to read sections of blueprints; detailed parts; works alone on machine; stays in department
 - B. Mathematics: Figure and read decimals; read micrometer; understand tolerances on machine parts; work fractions and read them on blueprints; measuring parts; read rulers, tapes
 - C. Social: Be able to associate with workers on the job
 - D. Scientific: No scientific requirements except understanding when metal is overheating
 - E. Physical: Standing during entire day but not in strain; allowed to move around; some lifting; very little mental strain
- (4. OPPORTUNITIES FOR ADVANCEMENT: Low
5. SALARY RANGE: \$3.00 to \$4.50 per hour
6. EDUCATIONAL REQUIREMENTS: High school graduate with math background

SUMMARY OF CAREER POINTS

HOMELIFE	8
SECURITY	8
WAGES	8
VARIETY	8
ADVANCEMENT	5
CREATIVITY	6
INFLUENCE	5
RESPONSIBILITY	9
STATUS	4

NAME _____

JOB TITLE _____

PLACE OF EMPLOYMENT _____

LIFE VALUE QUESTIONNAIRE

For each question below, please circle the number you feel best fits your job situation.

- | | HIGH | AVERAGE | | | | | | LOW | | | |
|--|------|---------|---|---|---|---|---|-----|---|---|---|
| 1. To what extent does your job give you time to spend with your family? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. What type of job security do you have? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. What type of wages do you earn on your job? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. What kind of opportunity for variety does your job allow you? For instance, do you primarily do one thing or do you do many different things? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. What opportunity for advancement do you have in your present job? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. What opportunity do you have to be creative in your present job? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. What level of status and prestige is attached to your present job? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. What opportunity do you have to influence others in your present job? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. What opportunity do you have in your present job to be given responsibility? | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

BULLETIN BOARD AND CLASSROOM ACTIVITIES IN C.E.

A bulletin board on career opportunities in each of the five major areas of home economics, viz., clothing, foods, human development and the family, housing, and consumer education was depicted with the title, "Star Studded Careers in Home Economics." The names of occupations in each of the five areas were written on foil stars. Each day stars were replaced with other stars with the names of different careers. Each day all of the areas were represented.

Joyce Merrick, Home Ec Instructor

The very first day of school a model city was planned. The main purpose of this huge project was to help each child discover the value of work and how all work is respected and interdependent in a community. On this very day the children named as many careers as they could, and we kept adding to this list which was put on a large chart each day. Each child chose the business he would represent in our city. A lot of time was spent in planning and naming streets and making sure we would not leave out anything in our city. Many children volunteered for several businesses rather than just one. We used latex paint mixed with many different colors of powdered tempera to paint various sizes of milk cartons, cheeseboxes, matchboxes, etc., to represent businesses, utilities, service agencies, etc.. The children brought vehicles from home to use on the streets and parking lots. Also, we collected plastic flowers and greenery to give our city a "lived in" look. The children named the city Russellville. (This city did have a real good-looking zoo and a few other items which we do not have!) The children loved this activity which lasted and grew for weeks. The cooperative spirit that came from this project has lasted throughout the year and brought even greater fruits.

Heredith Ryc, Ungraded 7-8 year olds
team teacher

Career Day in Elementary Schools

Students dress as the career person they would like to be. This day climaxed a study of the requirements and qualifications involved in the career area chosen. Depending on the age and grade level, teachers approached this in a variety of ways. Some used the Occupational Outlook Handbook as a guide. Others used the Career Awareness Guide available from the State Department of Education.

The teachers in one school got into the spirit of the affair and dressed as their spouses. The principal dressed as a construction worker (hard hat and all) since he had worked in that career area prior to his involvement in education.

An assembly closed Career Day in one school. Classes were seated together and when a room was called, students and teachers lined up to walk across the stage one at a time. A student leader in each class introduced each student and told his career choice.

No assembly was held in one school, but during the lunch period each class stood up so that all students could see the careers depicted. Career activities were carried on within the classrooms through art activities, role playing, games, etc..

Sequoyah and Dwight Elementary Schools

Innovative teachers provide rewarding hands-on experiences as this report by two teachers in an ungraded (ages 7-8) classroom clearly shows.

Room Three of Sequoyah School had a Brian Williams' Day as they planned and prepared for the selling of punch and popcorn to the other students in the school. The Day was Friday, April 19. On Tuesday of that week, Brian fell from a slide breaking his right arm which required hospitalization and surgery. Since he was not insured, the children in his class wanted to help him pay the bills. They talked about having a Brian Williams Day and brought the needed supplies and equipment to carry out the project. The parents supported their children 100%.

Children chose committees to work to make the day successful, enjoyable, and rewarding.

A note explaining the purpose of the money-making project was sent home by the children on Thursday.

Mothers from the class came to aid in popping and sacking corn and in pouring and getting punch ready to sell. The entire student body, teachers, secretaries, custodial help, cooks, and any other people around worked and supported the project to make it a success.

Room Three have experienced arithmetic activities when they counted ounces and pounds of corn, adding prices, etc. Two of the eight questions on an arithmetic lesson were:

1. Mrs. Lowrey (co-owner of two theatres) said 2 cups of popcorn would pop 11 bags of corn. How many bags could be popped from 1 cup of corn? _____ From 4 cups? _____ From 6 cups? _____
7. We made \$220. How many ten dollar bills would that be? _____ How many five dollar bills? _____

Language arts activities included nine sentences, each with an underlined word the children were to define. Two of the sentences were:

1. Boys and girls at Sequoyah Elementary School purchased popcorn and punch Friday to help pay Brian's hospital bill.
7. All of the money was profit, because all the materials were donated.

These words and the others (consumed, demand, donation, amount, proceeds, gross, net) relate to the project, but also are related to the desire to look up words and the ability to do so. We felt this first hand experience would help distinguish between words with different meanings as they sometimes have trouble in choosing the correct definition.

For creative writing, the students wrote newspaper articles as if they were reporting the news to the paper. Some others did what they considered news bulletins for radio or TV (We had some outstanding results.)

The amount raised was \$227.43. Of this amount, \$206.56 was taken for the hospital by a committee of students. They were given a receipt by the hospital to bring back to class. The remainder will be used by a committee of Brian's buddies and a mom to buy him some personal things. There will be some things he can share with his family where there are seven other children.

Future plans will provide reading problems in arithmetic, counting money and giving back change. They will experience letter writing, stories, and reports. They will look up words related to buying and selling.

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The "Mulligan Stew" television series was used to teach nutrition in health and science. During this time careers in homemaking were explored.

The students became dietitians because they planned a meal they had never eaten before. They had to consult cookbooks, check out nutritional balance, and do the shopping to buy or pretend to buy everything needed at the best prices possible. With the parents' permission the children were to prepare the food, do the cooking, and eat the meal. Out of a class of 32 students, 12 planned, shopped, cooked, served, and ate the meal. Those that cleaned up their "mess" became kitchen helpers.

During this same project, several cakes were baked by the students, brought to school, and served. They decided that learning to read and follow directions was most important as several attempts to make cookies failed. One student wants to be a chemist. He told the class that in making his cherry cheese cake he had to follow directions and measure accurately, and this is most important to a chemist.

The cooking project brought in recipes. The students decided to publish a cookbook, and this led us to other career explorations. The students were then able to see how closely related jobs are and how dependent we are on each other. If one job area in the world of work fails, other jobs suffer.

Bobbie Ledbetter, Grade 5

Activities related to Career Education for 58 nine and ten year old students in a non-graded classroom started with a bulletin board "Put Your Best Foot Forward". There were many cutouts of feet showing a variety of different sizes and kinds. This led into a discussion of rules for the room and attitudes in general. A series of filmstrips from Guidance Associates was shown on values. A study on values from a social studies text was used. The students read a list of values and reacted in writing, whether they agreed, disagreed, or no comment. This was followed with some situations which were given the students asking them to rank according to how strongly they felt about each.

Following the activities in values clarification, careers related to school and its operation were discussed. After each job title was listed, students were grouped, each with a chairman to record answers (to questions previously made by the whole class) as they prepared to interview different people in each job situation. Each group was to make a booklet and report to the class. One group used a tape recorder. Two students from each group made arrangements and scheduled the time for the visit by each group. Visits were made to the following: Secretary, Bookkeeper, Teachers (classroom, special education, kindergarten, reading, speech), Cafeteria Workers, Milkman, Bread Man, and Custodian. The questions asked related to the job: training and education required, duties, what do you like most about your job, what do you not like about your job etc.

Juanita Butler and Harree Lewis

YARN STITCHERY PROJECT

Materials Needed:

Scrap yarn (collected by students)

Crewel embroidery needles

Burlap

At the onset of the project, each child was asked to research a career of interest to him. The tools and symbols of the career were drawn on manila paper, the exact size of the finished project. A border of $1\frac{1}{4}$ inches was left all around the edge so the stitching would not come too close to the edge.

Next, each child was given a small piece of burlap (8x3) to practice the stitches. Several children were taught by the teacher, and these children in turn taught their fellow students. The stitches taught were the outline stitch, the lazy-daisy, the satin stitch, the button-hole stitch, the french-knot, and the split stitch,

After the children had mastered the stitches, the designs were cut out, pinned to the burlap, and traced with pencil. Each project was 12" x 16". The borders were done first-- some using several rows of different stitches to achieve effect and color. Finally, the remainder of the design were stitched.

For the boys sake, it was stressed that a picture could be created with paper and paint but this picture would be done with yarn and burlap. A successful project was completed by every student and the results were lovely.

Marilyn Bradley and Mary Ellen Smith
Grade 5

After spending more than twenty years working with elementary age youngsters, and knowing that instruction, exposure to desirable situations and information should begin when children are very young, I am firmly convinced that career awareness should be a very visible part of any good Elementary Education Program. I feel that Career Education teaching will spread among a faculty like a contagious disease spreads if the proper encouragement is given by the principal and proper recognition given teachers who are successfully intergating it into her program.

Herbert Booher, Elementary
Principal

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To initiate and follow through with the concept of "Career Awareness" took time, patience, and confidence in my students and in myself. Naturally, mistakes were made, but each child grew in accepting responsibility, recognizing and accepting limits, setting goals, exploring new avenues of learning, and experienced the joy of growing and sharing. It is most important that we humanize learning experiences. As truly responsible teachers, we are not as interested in the something a child becomes as we are in the someone he grows up to be.

Martha Wylie, Grade 3

At the beginning of school, before any of the children could read or write, we started a picture file on careers. The children brought old magazines to school. We discussed our project, and as they had "free time," they would take turns looking through the magazines for any picture of someone working. After we had collected quite a few pictures, we used some of them on a bulletin board. The heading for it was People at Work. I pinned several of the pictures on the bulletin board and asked a child to tell me about the type of work in the picture. I wrote their captions under each picture. We made another bulletin board showing pictures that the children drew on the job they would like when they grew up. We will do this again at the end of the year to see if their ideas have changed.

Wanda Bailey, Grade 1

One of the most interesting phases of this years concentration of the careers approach was the in-depth study of careers done in the Family Living Class. This was introduced by Loretto Bonner with a talk and a sound filmstrip presentation. The followup was a determination of life styles and personal interests done by the students through a filmstrip program, an interview of a person in their field of interest, taped in many cases, and a shadowing program set up for the seniors in the class. This will be followed by some slides, and we hope to produce a sound slide program on at least one homemaking field. Students were very enthusiastic about the interviewing, and the attitudes of the workers came out clearly. In one or two interviews the dual role of the homemaker was evident, showing how the family concern influenced decisions and goals.

Beatrice Grace, Home Economics

To help children realize, "How is what I'm doing in school today going to help me tomorrow in life?"

1. As an introduction to texts we discussed the "why study" of each subject.

2. I have used bulletin boards such as "English - Who needs It?" Then careers using English are written on pieces of paper around the question.

3. Our class didn't use math of any kind one afternoon to emphasize the importance of math in our living. They were wanting to use math before the afternoon was over.

Doris Spicer, Grade 4

To correlate perception and science we developed a series of activities including self analysis activities, and the search for desirable traits we would want to develop. Topics discussed were personality traits, grooming, hygiene, ability, and interest. During the study of perception through the five senses we discussed careers in the area of care of the eyes, ears, skin, nerves, and nose and throat. Dr. Richard Lovell, an ophthalmologist, visited our class and discussed all careers involving eye care, including oculist, optometrist, ophthalmologist, the manufacturer of artificial eyes, the manufacturer of glasses, and the person who grinds lens according to the prescription of the qualified physician. He presented slides, exhibited equipment used in the past as well as modern equipment, and discussed qualifications, educational requirements, and salaries of the various careers. The students were most attentive, and they asked many questions, surprising Dr. Lovell with their interest.

The students constructed a bulletin board for this unit using as a theme: "For Great Careers The Eyes Have It." Included was a large drawing of the parts of the eye in the middle of the bulletin board, and the students placed around it individual reports they had written after researching the various careers associated with the care of the eyes. They enjoyed these activities so much that they wanted to investigate the other four senses in the same manner.

Janie Cox, 7th Grade Science

I have been quite comfortable with Career Education as a thread moving with me through the study of Science. I found it much easier to acquaint the students with career choices than to acquaint them with themselves. I do not think I did as good a job on self-awareness as I should have. I am still trying. I only hope that creating an air of free discussion helped them, if not to express themselves, at least to get some idea about how their peers felt. I think they had some excellent study trips, as well as guest speakers.

I found to my dismay that they are already quite molded against the "dignity of work well done", idea. They definitely think some occupations are not for them because they are demeaning. For example, they do not care for plumbing, janitorial work or trash pick-up men, even if they pay well.

I would recommend an all out assault against looking down on any job. We need to really push the dignity of all work theme in the early years, and get to them before they get so rigid.

Tomilea Lee,
7th Grade Science

We still need to do more to learn about different careers, and plans are still in the making. If any study is a continuing, developing blooming effort, this is, this is, THIS IS!!!

Louise Dawe,
Grade 1

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**SUGGESTIONS FOR CAREER AWARENESS ACTIVITIES
IN THE ELEMENTARY GRADES**

1. Write poems, songs, or riddles about workers that have been studied.
2. Choose a worker and describe the things he does in his job during the day.
3. Choose one of the workers studied and make a list of all the different workers who work with him.
4. Ask parents to explain the work they do each day.
5. Take a walk through the neighborhood and see how many different kinds of workers you see on your walk.
6. Design, using paper or scraps, a worker's uniform.
7. Make a tool using cardboard, clay, or ice cream sticks, tell who uses it and what he does with it.
8. Build a model of a place where a particular worker is employed. Use boxes, paper, clay, wood, or any other materials available.
9. Make a scrapbook about workers using pictures from magazines and newspapers, or draw and color pictures of workers, the places where they work and the products of services they produce.
10. Make a puppet out of socks, paper bags, or papier-mache to look like a worker.
11. Dress clothes pin dolls to represent workers.
12. Have a career dress-up day. Each student dresses to represent a career he thinks he might enjoy.
13. Make career corners around the classroom; airport, bakery, bank, city hall, beauty and barber shop, grocery store, restaurant.
14. Play guessing games about jobs, such as "What's My Line?" or pick a worker's name out of a hat and then act out the job without using words.
15. Produce a shoe box TV show about workers studied and the jobs they do.

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16. Make a class newspaper. Include pictures, stories, poems and riddles about the workers you have studied. Include want ads describing jobs that are available and about workers who are seeking jobs.
17. Pick an ad from the "help wanted" section of your local newspaper and write a letter of application for that job.
18. Make a diorama depicting workers on the job using cut-outs.
19. Mobiles of workers and tools. May be suspended from a coat hanger.
20. Role playing. "Who am I? I work in a hospital or clinic and look at samples of blood through a microscope."
21. Pin the name of a job on the back of a pupil who stands in the center of the circle. The other children pantomime activities associated with that job and the pupil guesses the name of the job.

CIRCLE THE CAREER

P A I N T E R P I L O T W
 F A R M E R A N C H E R S
 D I V E R C L O W N W O N
 C O O K T U L A W Y E R X
 R B A R B E R E M A I D A
 A C T O R V C A S H I E R
 D C O W B O Y N U R S E H
 A T H L E T E U S H E R S
 X J A N I T O R M O D E L
 P L U M B E R U S H E R M
 G A M E W A R D E N F C O

There are twenty-one careers listed. Draw a circle on the paper around each career. Some may overlap, and some letters are not used at all. Some of the students may want to work out their own career puzzles.

I TOOK A TRIP

PURPOSE: To help children recall names of careers common in the United States or foreign countries they may have studied.

PLAYERS: Small group.

MATERIALS: Encyclopedia and social studies books.

DIRECTIONS: The leader starts the game by saying "I have been on a trip through the United States. In New England I saw a Fisherman." The second player says, "I saw a Fisherman and a Dock Worker." The third player repeats these two careers and adds one more. Each player recalls in order those careers already named and adds one more. Any player who cannot do so is out of the game until a new trip is started.

WHICH CAME FIRST?

This is a game for all ages and is designed to help students understand time relationship. Which came first.

1. Telephone repairman or TV repairman.
2. An auto mechanic or airplane mechanic.
3. An airline pilot or an astronaut.
4. A naval captain or a bomber pilot.
5. A photographer or a TV cameraman.
6. A movie actor or a TV actor.
7. A typewriter or a quill pen.
8. A tank commander or a helicopter pilot.
9. A windmill repairman or an electric pump serviceman.
10. An ice delivery man or a refrigeration serviceman.

This list may be expanded to include any number of careers.

Note to the teacher: The object of the game is to teach the variety of careers that are no longer in great demand. You may even point out that some careers are no longer needed.

NAME A CAREER GAME

Divide the class into equal groups. This may be done by the teacher or by choosing team captains and then letting them select their own team members. After the class has been divided, instruct them that each student is to name a career, job, or occupation. Side "A" may start and Side "B" has its turn, as the careers are named, the teacher will write them on the chalkboard. There are not to be any duplicate careers used.

When one side cannot name a career, he will take his seat. The turn will then pass to the other side. The team with the last member or the most members standing will be the winner.

NOTE TO TEACHER: This may be used in a variety of ways to introduce new and unusual careers. After the careers have been placed on the chalkboard you may have the time to discuss the different careers that were named.

A FOURTH GRADE TEACHER'S APPROACH TO CAREER EDUCATION

Ellen Hubbard, Russellville, Ark.

Planned vocational activities and experiences are as important in the life of the elementary school child as the physical, mental, social, and emotional experiences, since they all contribute to the total growing-up process. If we view vocational development as a part of the total developmental process beginning in early childhood, then the provision of vocational information, experiences, and activities in the elementary school becomes an important part of the maturation process. Thus, for children in our society to develop into mature, productive, adult citizens, they must be provided with planned vocational experiences in the elementary school, so that they have the opportunity to obtain knowledge, attitudes, and values commensurate with their developmental stage.

There is one statement that has stood out for me in the workshop and class-"career education is a fusion of all subject areas and not a subject within itself". The list of things to implement career education in my classroom was endless because I let it develop in my lesson plans as a natural part of our daily schedule. I have been using the same textbooks and teaching techniques but changed the emphasis to the world of work and improvement of attitudes about the world of work with these specific aims:

1. To assist children in learning that all work is important.
2. To help children understand that work gives man a sense of dignity and personal satisfaction in a job well done.
3. To assist children in understanding that each person is unique and this uniqueness enables individuals to perform different jobs.
4. To help children understand that the self is a developing, dynamic, everchanging self.
5. To foster early in children favorable attitudes toward work.
6. To provide economic learnings necessary for living in an interdependent world.
7. To assist pupils in developing and understanding their interests, aptitudes, abilities, values, and other traits and factors relating to optimum vocational development.
8. To help children develop an understanding of why people work.
9. To assist children in developing the understanding that they will be workers some day.
10. To help children develop an understanding of the impact a person's job has on his life style and personality.

The learning activities were planned to make extensive use of listening role-playing, animation, group discussion, puppet play, inquiry, riddles, games, physical activities, art, and other creative activities. One of my major concerns was to capture and hold the children's interest, and to provide success experiences for every child. This will help children develop understanding, attitudes, values, and knowledge about the world of work that each child must learn for future success in our society.

The children worked on the following activities and I have included a scrapbook to show the results of some of their work. (Mr. Whiteside took approximately twenty-five color slides in my room to be used in the program).

1. The class made a paper-mache mobile of the solar system to suspend from the ceiling. Moons were Christmas light bulbs - asteroids were flash bulbs and cubes. Life on the planets was discussed and the class was divided into nine groups to construct dioramas to show what they thought it would be like to live on another planet and planned the city with its workers.

2. A replica of North Pole, Alaska, was constructed by the students. The background was a bulletin board that advertised several jobs connected with constructing the display and the concepts of classified advertising were discussed.

3. A bulletin board was made to illustrate "workers around the world" with figures in 3-D placed around a world map.

4. The students drew travel posters to advertise Switzerland to prospective tourists. Most of the posters were related to seasonal occupations.

5. Dioramas were made with scenes of community helpers and their jobs. Cutout figures and dolls were used with materials to make a realistic effect.

6. Each student was asked to think of a community helper or a tool of his occupation for each letter of the alphabet. He found, cut out, and mounted a picture of this helper on a 3x5 card and the class made an "A to Z Occupation Tree" that was placed on the wall.

7. A small group was interested in making a scrapbook on the history of transportation. Sheets from a wallpaper sample book made an excellent backing for the drawings. The pupils were able to explain the significance of the workers in the pictures.

8. Stick figure representations were drawn - these were skeleton outlines to represent workers in action and each one included something symbolic associated with the person represented.

9. Puppets representing occupations were made out of white paper bags. They were worked by hand and the students acted out events involving a particular job activity and the class would try to guess the worker.

10. Mobiles related to community helpers were made of a worker using the tools of his occupation. These were suspended from a coat hanger.

11. Posters were made to use with our study of the various products and industries of Egypt. This one shows the "journey of wheat", starting at the farm and ending as bread in the worker's lunch.

12. After explaining that we would be making imaginary journeys to many countries, I presented each pupil with duplicated sheets to make a passport. Using my passport as a model, the passports were made to look as much like the authentic State Department one's as possible. The pupils organized "Customs stations" and as we completed our visit to each country, the agent placed a cancelled stamp in the passport.

13. Students made colorful book jackets related to individual workers. On the inside they wrote creative stories about the worker.

14. The students enjoyed working on a rebus (which is a picture message way of expressing words) using their own ideas relative to workers and their occupations. The class would try to guess the worker.

15. We had fun with rhymes. The students were encouraged to write original poems related to the world of workers. They would read these to the class for the group to guess the occupations.

16. Pupils were provided with duplicated sheets that contained the names of workers among the scrambled letters and they were to find and circle the job titles.

17. Postage stamps were designed of workers and their activities.

18. Miniature floats were made from match boxes to advertise an occupation of the Swiss people.

19. A bulletin board was designed to increase the students awareness of the many community helpers in the field of health. Students selected a helper to draw and the completed drawings were mounted around the silhouette.

20. Students worked in groups and selected occupations to study in depth and illustrate. In the field of travel they decided on a piece of luggage and placed stickers with several occupation titles. Then they discussed the roles and skills of each person involved in travel-related jobs.

21. "Sea the World of Careers" was a bulletin board showing the different occupations in the world of workers.

22. Role playing - students selected community helpers to act out real life problems and situations. They were asked to take on roles and play their part so the rest of the class could evaluate what was said and learn by the dramatization and determine attitudes, appreciations, and information by these simple performances.

23. As we studied the Congo, Alaska, Egypt, Switzerland, India, and Brazil, the students made clothespin dolls and dressed them as workers in these places. They made a "Workers Museum" by using a box so they could be put on display.

24. Social studies not only provides opportunities for creative writings but also great opportunities for research and factual reports. A few of the topics selected for reports were: life of a lumberjack, life of a rancher, copper mining, President of the United States, and the work of an oil driller.

25. We talked about the best way to learn about workers and their jobs. There seemed to be a need for a device for recording information for later study and comparison. A worksheet questionnaire was suggested and with few exceptions, the content came from the children. Oral reports were based on the questionnaire answers and the child's personal impressions of the worker and the kind of work being done. Learning to look beyond the individual task to see who benefits from the worker's efforts gave the children a new view of, and attitude toward, the worker's role.

26. The students built a Swiss village. Background was the Matterhorn with a lodge, station, cable cars, and ski lift. They constructed a hotel, bank, cheese factory, clockshop, general store, sporting goods place, and a cable station. The main theme of our unit - how man achieves his basic needs by making adjustments to his environment. Coins were made from real Swiss money by taking foil and rubbing it over the coins for the Swiss design and covering a cardboard disc of the proper size.

27. A group of students made up a game to play where each one would make up three statements about the life of a community helper. Each statement was to end with the question "Who am I?" Teams were formed and scores kept.

28. In our study of Switzerland the class made cottage cheese. The students were quite intrigued by the change that took place.

29. To understand all the hard work the Swiss have to do to have things we take for granted, we made butter in the room, using fruit jars and simple churns. Mrs. Raymond Blackwell helped with the demonstration. We had cinnamon crackers to go with the butter - everyone had to taste. The second time around we had oleo for com-

parison. It was a successful venture.

30. The children selected a community helper and took turns pantomiming their work and the class would try to guess the job activity.

31. As a group activity the class listed thrity careers in alphabetical order.

32. Break the code and name the career was a game used to increase the students' knowledge of careers.

33. The class drew "career plaques". Each student selected a career and made a design to illustrate the tools used in his particular job activity.

34. Each student did a family job tree by filling in the names of the jobs of as many members of his family as he could on an outline of a tree.

35. Several students drew a series of pictures on the history of sending messages. The pupils were able to explain the significance of the workers in the pictures.

36. The March 28 Scholastic NEWS EXPLORER devoted an issue to careers. Its purpose was to help students develop an awareness of the world of work, and a personal realization that each will become a part of the working world of the future.

In studying real work and workers for the past year we have reinforced the concepts that: education should provide a child with understandings of the world about him; opportunities to acquire these understandings should be provided early in his school year; continued observations of the world around the child will increase his understandings as he matures and will make it easier for him to find a place in a complex society; and frequent exposure to the real world of the local community will help him develop these understandings better than relying entirely on classroom reading and discussion.

CAREERS IN MUSIC

OBJECTIVES:

To create student awareness of the many and varied careers available to the music profession.

To expose students to persons active in the music profession in their own community.

To make students aware of music as an avocation and a leisure-time activity.

This unit was introduced through a class discussion of careers in music. Careers were listed on the chalkboard at the student's suggestion. The many aspects of education, training, responsibilities and advancement in each career were explored.

Appropriate filmstrips and cassettes from the Career Education Resource Center were used and resource people visited the classroom and demonstrated, performed and discussed their special field or interest with the students.

Some of the people who visited the classroom were:

Mike Casey - high school student; winner of the Arkansas Symphony Award for young musicians; played the trumpet and talked with the students about why he chose a career in music.

Stanley Bradley - Pre-med student; "Music for Fun"

Mr. Ed Williams - Insurance broker; choir director for one of the local churches; "Music as an Avocation"

The Rev. Mr. Greg Hochstetler - Minister of Music, First Baptist Church, Fayetteville, Arkansas

Mrs. Kelley Jennings, - Music Therapist, Arkansas Children's Colony

Mrs. Lillian Williams - Octogenarian; local entertainer; several network television appearances; "Music in the World of Entertainment"

Individual band students who demonstrated and performed on their particular instruments with emphasis on the less familiar instruments.

College music majors who are going into music as a career.

Students were made aware of several musical performances on television and these performances were discussed. This was an "all through the year" activity. Numerous "Live" performances were presented during the year which gave opportunity for the students to see musicians performing in groups as well as individually.

Gardner Junior High School Band
Gardner Eighth Grade Band
Russellville High School Talent Show
Little Rock Youth Symphony
Arkansas Tech Jazz Band Concert

Plans are for one class to make a slide-tape presentation on "People Who Work in Music in Russellville."

Bonnie Stallings,

Claire Young,

Russellville Middle School

CAREER EXPLORATION UNIT
GARDNER JUNIOR HIGH SCHOOL

The following is a brief summary of a three week Career Education unit studied by the ninth grade civics classes at Gardner Junior High School.

The objectives of this unit are:

1. To help students realize the importance of choosing a career that is satisfying, useful, and suited to the individual.
2. To aid students in gaining a better understanding of themselves as to interests, abilities, social adjustments, personality traits, and work habits.
3. To acquaint students with current occupational literature.
4. To teach students how to study occupations and to help them develop techniques for making wise occupational choices.
5. To investigate as many occupational fields as possible as to requirements in terms of personal qualities and abilities, necessary training, cost of training, and opportunities within the vocation.
6. To help students test their tentative selection of an occupational field and prepare for work in this field through part-time work, hobbies, school work, extracurricular activities, and wise use of leisure time.
7. To help students recognize the need for and advantages of continuing their education.
8. To assist students in planning a course of study for high school that will best prepare them for their chosen vocation.
9. To acquaint students with methods of securing jobs.
10. To increase student understanding of characteristics employers want their employees to possess and to guide students in developing these characteristics and work habits.
11. To help each student develop a respect for the dignity of all labor.

The procedures used to obtain the above mentioned objectives are as follows:

1. The class discussed ways of determining an individual's interests in relation to career fields. The students decided that hobbies, part-time jobs, type of books and magazines enjoyed, and spare time activities give clues as to career interests. Also, knowledge of family and friends may increase the student's interest in certain career areas.
2. A questionnaire was filled out by the students indicating their choices of career areas to be explored. The results were tabulated and plans were made to study the fields in which the students were most interested.
3. The following filmstrip/cassette series were shown:

Accounting
Mechanics
Sales
Law
Law Enforcement

Electrician
Truck Driving
Fashion Buyer
Secretary
Computer Programmer

Nursing
Civil Engineering
Writing
Education
Machinist

These occupations were rated according to the following life values-- homelife, security, wages, variety, advancement, creativity, status, influence, and responsibility. Each occupation studied on film had career points assigned to each life value on a scale from 1 to 10. Students rated themselves as to which life values they considered most important by giving personal points to each life value. They then multiplied their personal points by the career points of each occupation and then added all these points to get their career rating number for each occupation. Students then checked to see if their pattern of values were consistent with the pattern of values for the career in which they were interested.

4. Since the students expressed a desire to take some type of interest inventory, they were given the Kuder Preference Inventory, and they were allowed to score their own tests and see if their interest areas matched with their career area.

Loyd Terry
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